

博士論文 學習目標檢核表

PhD Dissertation Rubrics

博士生姓名 _____ 學號 _____ 學期 _____

指導教授 _____ 口試日期 _____ 年 _____ 月 _____ 日

論文題目 _____

口試委員簽名 _____

說明：

1. 博士班訂有 6 個學習子目標。
2. 請於以下表格 處勾選該位學生於各核心能力達成狀況。
3. 每位學生填寫 **1 份檢核表**，由口試委員**共同決定**檢核結果。

學習目標 1: 思辨學習 Critical Thinking

學習子目標 1.1: 能從學術角度分析思考複雜商業現象。

Implement analytical thinking of complex business phenomena from academic perspectives.

學習達成標準 評量面向	Level 1 : Unsatisfactory 不滿意	Level 2 : Acceptable 可接受	Level 3 : Excellent 優秀
Issues Identification and Explanation 議題辨別及解釋	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student fails to identify and explain the main problem. He/she also represents the issues inaccurately or inappropriately.</p> <p>學生無法辨別和解釋主要問題，且提出錯誤或不適當的論述。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student successfully identifies the main issues, but does not explain why/how they are problems or create questions.</p> <p>學生能夠成功地辨別主要議題，但沒有解釋問題的成因。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student clearly identifies the main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.</p> <p>學生能夠清楚地辨別主要議題，且成功地解釋問題的成因及內含議題彼此間的關係。</p>
Distinguishing issues from underlying causes and recognizing the cause-issue relationships 區別問題與根本原因，並識別原因與問題之間的關係	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student fails to identify underlying causes that may have effects on issues. He/she also recognizes the cause-issue relationships (e.g., antecedent, moderator, or mediator) inaccurately or inappropriately.</p> <p>學生無法辨別影響根本問題的潛在因素，且錯誤地或不適當地識別潛在因素與根本問題之間關係。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student can identify some underlying causes that may have effects on issues. He/she also partially recognizes the cause-issue relationships (e.g., antecedent, moderator, or mediator).</p> <p>學生辨別影響根本問題的一些潛在因素，且部分地識別潛在因素與根本問題之間關係。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student can identify all-possible underlying causes that may have effects on issues. He/she also successfully recognizes the cause-issue relationships (e.g., antecedent, moderator, or mediator).</p> <p>學生辨別影響根本問題的所有可能潛在因素，且成功地識別潛在因素與根本問題之間關係。</p>

學習目標 1: 思辨學習 Critical Thinking

學習子目標 1.2: 應用整合思維從學術角度為現象制定和評估可能的理論依據。

Apply integrative thinking to formulate and evaluate possible rationales for the phenomena from academic perspectives.

學習達成標準 評量面向	Level 1 : Unsatisfactory 不滿意	Level 2 : Acceptable 可接受	Level 3 : Excellent 優秀
<p>Viewpoints synthesized from multiple evidence and diverse perspectives. 從多種證據和不同角度所綜合的觀點。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student fails to clearly express own point of view and fails to consider other possible perspectives with not so much evidence.</p> <p>學生無法清楚地表達自己的論點，且沒有考量其他可能的觀點且支持論點的證據不足。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student formulates a clear and precise personal point of view. However, he/she only provides rough comparison of multiple evidence and diverse perspectives.</p> <p>學生能夠清楚地表達自己的論點，但對於其他觀點及證據只能提供粗略的比較。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student not only formulates a clear and precise personal point of view, but also consider multiple evidence and diverse perspectives and provides convincing replies of these.</p> <p>學生不僅明確地表達自己的觀點，且能納入不同角度的觀點及證據，並提出有說服力的回應。</p>
<p>Implications and Consequences 意涵與結果</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student ignores significant implications and consequences of reasoning.</p> <p>學生忽略推理重要的意涵與結果。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student can identify and realize some implications and consequences of reasoning.</p> <p>學生能夠辨別與明瞭推理的部分意涵與結果。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Students can identify and realize the most significant implications and consequences of reasoning.</p> <p>學生能夠辨別與明瞭推理最重要的意涵與結果。</p>

學習目標 2: 商業溝通 Academic Business Communication

學習子目標 2.1: 能在學術及商業環境中，展現溝通能力以呈現知識。

Demonstrate communication capability in presenting knowledge in academic and business settings.

學習達成標準 評量面向	Level 1 : Unsatisfactory 不滿意	Level 2 : Acceptable 可接受	Level 3 : Excellent 優秀
Presentation 簡報	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student does not have continuous eye contact and natural delivery with proper voice quality as well as body language. He/she neither wears adequate attire nor shows positive manner during the presentation.</p> <p>學生無法保持與觀眾的眼神接觸，且無法用適當的音量及肢體語言自然地表達。穿著不合宜且在簡報過程中展現負面的態度及禮儀</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student has partial eye contact and delivery with acceptable voice quality as well as body language. He/she wears adequate attire and shows partially positive manner during the presentation.</p> <p>學生與觀眾能有部分的眼神接觸，使用可接受的音量及肢體語言表達。穿著得宜且在簡報過程中展現正向的態度及禮儀</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student has continuous eye contact and natural delivery with proper voice quality as well as body language through the whole time. He/she wears adequate attire and shows positive manner during the presentation.</p> <p>學生能全程保持與觀眾的眼神接觸，並用適當的音量及肢體語言自然地表達。穿著得宜且在簡報過程中展現正向的態度及禮儀</p>
Mechanics 技巧	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student neither uses visual aids for the presentation nor gains audience attention.</p> <p>學生沒有使用視覺輔助工具進行報告及也沒有吸引觀眾的注意。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student uses some proper visual aids for the presentation and gains some audience attention.</p> <p>學生使用一些適當的視覺輔助工具進行報告並取得部分觀眾的注意。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student uses proper visual aids precisely for clear and smooth presentation and gains all the audience attention.</p> <p>學生能精確地使用適當的視覺輔助工具進行清晰、順暢的報告並能取得所有觀眾的注意。</p>
Organization and Content 組織與內容	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student cannot present information logically. The organization is lousy and the content is lack of richness with many errors.</p> <p>學生無法邏輯地傳達訊息，且內容貧乏錯誤百出。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student can logically presents information but the organization is not complete enough. The content is rather little with some errors.</p> <p>學生能有邏輯地傳達訊息，但組織不夠完整。內容太少且有部分錯誤。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Student can precisely and logically present information with good organization, rich content and error free.</p> <p>學生能精準地且有邏輯地傳達豐富、組織良好且無錯誤的訊息。</p>

學習目標 2: 商業溝通 Academic Business Communication

學習子目標 2.2: 能用精確的語言、結構性的論點及合理的結論，有效地以文字呈現研究結果。

Demonstrate the capability of presenting research results effectively in writing by exhibiting clear, structured and precise use of research language.

學習達成標準 評量面向	Level 1 : Unsatisfactory 不滿意	Level 2 : Acceptable 可接受	Level 3 : Excellent 優秀
Structure 結構	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.</p> <p>文章的開頭、過程及結尾薄弱。段落及轉折也不好。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has adequate beginning, development, and conclusion. Paragraphing and transitions are also adequate.</p> <p>文章的開頭、過程、結尾、段落及轉折接表達適切。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.</p> <p>文章有清楚且適切的開端、過程、結尾、段落及轉折。</p>
Content 內容	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work does not cover the assign top topic, and assertions are weakly supported by evidence.</p> <p>文章沒有涵蓋到主題，論點薄弱。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work is sufficient to cover the topic, and assertions are supported by evidence.</p> <p>文章足以涵蓋主題，論點也能被支持。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.</p> <p>文章內容有深度地涵蓋主題，論點也能清楚地被支持。</p>
Mechanics 技巧	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation and capitalization.</p> <p>文章在選字、句型、拼字、標點符號及大小寫等，有嚴重的錯誤。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</p> <p>文章在選字、句型、拼字、標點符號及大小寫等，大致上沒有錯誤。</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has no errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</p> <p>文章在選字、句型、拼字、標點符號及大小寫等，完全沒有錯誤。</p>

學習目標 3: 專業知能 Advanced Business Knowledge and Expertise

學習子目標 3.1: 能在大專院校或產業裡，展現從事獨立研究的學術能力。

Demonstrate the academic capability of carrying on independent research for works in a university or industry.

學習達成標準 評量面向	Level 1 : Unsatisfactory 不滿意	Level 2 : Acceptable 可接受	Level 3 : Excellent 優秀
Research Topic Identification 辨別研究主題	<p style="text-align: center;"><input type="checkbox"/></p> Student cannot identify a valuable research topic. 學生無法辨別出有價值性的研究主題。	<p style="text-align: center;"><input type="checkbox"/></p> Student can identify a valuable research topic. 學生能夠辨別出有價值性的研究主題。	<p style="text-align: center;"><input type="checkbox"/></p> Student can identify a very valuable and unique research topic. 學生能夠辨別出非常有價值性及獨特性的研究主題。
Judgement and Application Ability 判斷及應用能力	<p style="text-align: center;"><input type="checkbox"/></p> Student does not have the ability to select, analyze, and apply the relevant literature to answer the research topic. 學生沒有選擇、分析和應用相關文獻於研究主題上的能力。	<p style="text-align: center;"><input type="checkbox"/></p> Student has partial ability to select, analyze, and apply the relevant literature to answer the research topic. 學生有部分選擇、分析和應用相關文獻於研究主題上的能力。	<p style="text-align: center;"><input type="checkbox"/></p> Student has good ability to select, analyze, and apply the relevant literature to answer the research topic. 學生有很好的選擇、分析和應用相關文獻於研究主題上的能力。
Academic Ethics and Integrity 學術倫理與誠信	<p style="text-align: center;"><input type="checkbox"/></p> Student doesn't do the research with a manner of professional academic ethics and integrity. There is inappropriate fabrication or plagiarism in his/her work and citations and references are not properly used at all. 學生沒有以專業的學術道德和誠信的方式進行研究。其作品中存在不恰當的捏造或抄襲，引文和參考文獻根本沒有正確使用。	<p style="text-align: center;"><input type="checkbox"/></p> Student does the research with a manner of professional academic ethics and integrity without fabrication or plagiarism. However, some of the citations and references are not properly used in papers 學生以專業的學術道德和誠信的方式進行研究，沒有捏造或剽竊。但是，有些引文和參考文獻在論文中使用不當。	<p style="text-align: center;"><input type="checkbox"/></p> Student does the research with a manner of professional academic ethics and integrity without fabrication or plagiarism. He/she shows respects for protection of ideas from original works/authors by using proper citations and references. 學生以專業的學術道德和誠信的方式進行研究，沒有捏造或剽竊。能使用適當的引文和參考文獻來尊重保護原創作品/作者的想法。

學習目標 4: 國際視野 Global Outlook

學習子目標 4.1: 能展現國際視野以及辨別在商業環境中的不同面向。

Demonstrate a global outlook with the ability to identify aspects of the global business and academic environment.

學習達成標準 評量面向	Level 1 : Unsatisfactory 不滿意	Level 2 : Acceptable 可接受	Level 3 : Excellent 優秀
Identification of Global Factors 全球因素的辨別	<p style="text-align: center;"><input type="checkbox"/></p> Student has no or incomplete identification of the following relevant global factors: economics, cultural, legal, and demographic. 學生無法辨別下列全球相關因素: 經濟、文化、法律和人口統計等。	<p style="text-align: center;"><input type="checkbox"/></p> Student has some identification of most of the relevant factors. 學生能夠辨別部分全球相關因素。	<p style="text-align: center;"><input type="checkbox"/></p> Student has detailed identification of all relevant factors. 學生能夠詳細地辨別全球相關因素。
Analysis of Global Factors 全球因素的分析	<p style="text-align: center;"><input type="checkbox"/></p> Student has no analysis of impact of relevant global issues or has erroneous analysis of impact. 學生沒有對全球相關議題的影響力做分析，或是做出錯誤的分析。	<p style="text-align: center;"><input type="checkbox"/></p> Student has made some analysis of impact of global factors. However, some inaccuracies in analysis still can be found. 學生能夠對全球相關議題的影響力做部分分析，但仍有分析錯誤的地方。	<p style="text-align: center;"><input type="checkbox"/></p> Student has made detailed and accurate analysis of impact of relevant global factors. 學生能夠對全球相關議題的影響力能有詳細且正確的分析。
Application of Analysis to Management Situation 管理應用分析	<p style="text-align: center;"><input type="checkbox"/></p> Student has no application of analysis to specific management situation. Incorrect conclusions or recommendations are made. 學生沒有將分析應用在管理上，且提出錯誤的結論或建議。	<p style="text-align: center;"><input type="checkbox"/></p> Student has some application of analysis to specific management situation. Weak conclusions or recommendations are made. 學生將分析部分應用在管理上，但結論或建議都過於薄弱。	<p style="text-align: center;"><input type="checkbox"/></p> Student has comprehensive application of analysis to specific management situation. Strong conclusions are made. Creative recommendations are given. 學生能完整地將分析應用在管理上，且提出有力的結論及建設性的建議。